

# Lesson Plan Template - Formatted



**SUBJECT/Grade:** History Grade 10 Academic **Suggested Time:** One period (70 mins)

**COURSE/Type/Code:** Canadian History Since WWI CH2D

**LESSON TITLE:** Was Canada's decision to enter into NATO and NORAD correct?

**LESSON Description:** Students will analyse artefacts, examine treaty articles and decode media reports to explore Canada's involvement in NATO, NORAD and the Cold War.

## Planning Information:

### Enduring Understanding/Learning Goal

#### Expectations

CGV.04 assess Canada's participation in war and contributions to peacekeeping and security.

- CG4.07 - analyze Canada's role in Cold War activities until 1989 (e.g., espionage, North Atlantic Treaty Organization [NATO], North American Air Defence Command [NORAD]).

MHV.02 - interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;

- MH1.03 - distinguish between primary and secondary sources of information (e.g., primary: *artifacts*, diaries, documents; secondary: books, articles), and use both in historical research;
- MH2.04 - draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence.
- MH3.01 - express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g. group presentations);

### Prior Knowledge Required

*This lesson is one of the last in Unit 3. The students will have already read pages 182-191 in "Canada Face of a Nation." They have had lessons on Canada's peacekeeping missions and Canada's changing policy from British-centric to American-centric.*

*They have written letters to the editor.*

### Resources

5 – 6 artefacts which represent KGB assassination tools (lipstick, umbrella, chocolate box, tea cup, and shoe currently)

Photographs of some of the real artefacts\*:

- KGB spy shoe, <http://www.gizmag.com/spygear/4/>
- Lipstick pistol, <http://www.gizmag.com/spygear/4/>

### Agenda

1. Fun with Cold War Artefacts (disclaimer: these artefacts are modern representations, but are still super fun)
2. CBC Radio: Can the United Nations Protect the Free World? September 15, 1947. – Is the UN mostly a bunch of cry-babies who get nothing done?
3. What's the deal with this NATO thing anyway?

<ul style="list-style-type: none"> <li>Bulgarian umbrella, <a href="http://www.museumofworldwar2.com/TourText/Area19_Cold_War_Peter_Mason_new.htm">http://www.museumofworldwar2.com/TourText/Area19_Cold_War_Peter_Mason_new.htm</a></li> </ul> <p>"Can the United Nations Protect the Free World?" CBC radio, September 15, 1947. <a href="http://archives.cbc.ca/war_conflict/defence/clips/10394/">http://archives.cbc.ca/war_conflict/defence/clips/10394/</a>. *Handout "Fun Facts about the NATO Treaty" modified from CBC archives, <a href="http://archives.cbc.ca/war_conflict/defence/clips/10394/">http://archives.cbc.ca/war_conflict/defence/clips/10394/</a>. "NORAD Tracks Santa Claus," CBC news report, December 24, 2001. <a href="http://www.youtube.com/watch?v=SSsAT19rLxk">http://www.youtube.com/watch?v=SSsAT19rLxk</a>.</p>	<p>4. NORAD – what do you do and what the heck are you?</p>
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## Teaching-Learning Sequence & Strategies/ *Minds On*

See APPENDIX for Teacher O/Hs & Learner H/O's

### Stage 1 - MENTAL SET / SHARING EXPECTATIONS – Fun with Artefacts

- Students will enter the classroom, which has been organized with 5-6 (depending on attendance) tables for small groups.
- Students take their seats and we go over the schedule.
- Teacher presents artefacts to the class:
  - What are these objects (knowledge)? – Answer: umbrella, lipstick, etc.
  - What do these objects have in common/how are they used (knowledge/comprehension)? – Common objects/everyday use.
  - How might these objects have been used during the cold war (application)? (If students require a prompt: How could a spy agency like the KGB use these objects?) – Assassination weapons.
- Teacher gives each group an artefact and asks them, in groups, to discuss how their item could have been used as weapons (application/synthesis). Recorders will write the different possibilities on a sheet of chart paper and the presenter will share their answers with the class.
- Students discuss as a class which methods seem best/ most likely to have been used (evaluation).
- Teacher shows slides of some of the actual uses and shares some others orally.

### Stages 2 to 5 - INPUT / MODELLING / CHECK for UNDERSTANDING / PRACTICE/Action

2 mins, 36 secs.	<p>➤ Listen to radio broadcast: "Can the United Nations Protect the Free World?"</p> <ul style="list-style-type: none"> <li>Discussion questions:               <ul style="list-style-type: none"> <li>What was the report about (knowledge)? – St-Laurent and Nijinsky's speeches in the UN.</li> <li>What did the reporter conclude (comprehension/knowledge)? – That Nijinsky's outbursts were indicators that St-Laurent's speech was correct.</li> <li>Do you think the reporter was biased, if so, against whom and how can you tell (comprehension/evaluation)? – (possible answer) Yes, he was biased against Nijinsky because he used negative words like "violent... vituperation" describing his speech.</li> <li>How do you think a Canadian listening to this report in 1947 would feel about the United Nations ability to keep the peace between the Soviet Union and the western world (evaluation/synthesis/application)? – (p.a.) I think they would feel very insecure because it seemed that Nijinsky dominated the assembly or I think they might feel hopeful because their External Affairs minister was such a persuasive speaker.</li> </ul> </li> </ul>
5-10 mins	
15 mins	<p>➤ Students will read the handout and answer the questions. They may discuss the questions in pairs or their table. Then we will discuss their answers, briefly, as a class. Where there any points of confusion?</p>
5-10 mins	<p>➤ What does NORAD stand for (knowledge)? – North American Air Defence.</p> <ul style="list-style-type: none"> <li>What changed between 1949, when NATO was formed, and 1958 which made Canada</li> </ul>

<p>2mins, 50 secs</p> <p>10 mins</p>	<p>agree to join NORAD (comprehension/analysis)? – weapons technology became much more advanced, perceived a need for early warning systems.</p> <ul style="list-style-type: none"> <li>○ What was Canada’s main contribution to NORAD (analysis/evaluation)? – The Distant Early Warning radar installations in the Northwest Territories.</li> </ul> <p>➤ Watch CBC news report on NORAD tracking Santa.</p> <p>➤ Discussion questions:</p> <ul style="list-style-type: none"> <li>○ What was this report about (knowledge/comprehension)? - NORAD tracking Santa – Teacher elaborates that now, as of 2009, NORAD has added an app on Google Earth to their <i>annual</i> Santa tracking.</li> <li>○ Is this a good use of our military tools (analysis/evaluation)? – Yes, it is good PR and makes children happy/ No, it distracts military personnel from monitoring for threats to National security.</li> <li>○ Did your image of NORAD changed by watching this report, why (synthesis/analysis)? – Yes, because this makes them seem a little ridiculous. No, they always seemed like a waste of money. Yes, they make the military seem more accessible....</li> </ul>
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### Lesson Wrap-up: **Consolidation and Connection**

#### Stage 6 - CLOSURE

As their “ticket out the door,” the students will write down one thing they learned that was interesting, one thing which was disturbing or confusing, and one thing which they would like to learn more about.

#### - PREP/Hwk

*They must finish reading the chapter in “Canada Face of a Nation.”*

*Continue working on their research essay, which had been assigned in a previous class and is due in a few classes.*

### Planning Considerations:

#### Accommodations/Special Needs:

##### For ELL:

- Students can work in pairs or with their table.
- Students may use dictionaries or translation software.
- Students may give their answers in a simpler form.

##### For Gifted learners:

- They may go into greater detail and focus on the critical thinking questions.

##### For other IEPs:

- Allow ability groupings.
- Circulate the room and offer extra help.
- See ELL.

#### Lesson Assessment: (all formative)

- Listening to class/group discussions
- Their chart paper on their artefacts
- Checking the answers on their handout
- Ticket out the door



**Teacher Reflection on Lesson: *Written after the Micro-Teaching***

Aspects that worked:

- Using the artefacts was very engaging.
- The critical thinking questions.
- Effective as a hook.

Changes for next time:

- Clarify the connection to the material.
- Have more hints for the early questions – don't assume knowledge or understanding.

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### **Fun Facts about the North Atlantic Treaty Organization Treaty:**

- The Conservatives, Liberals and CCF all supported Canada's membership in NATO. The CCF's two caveats were that Canada's participation in the alliance should be non-nuclear (ie. Canadian troops would not use nuclear weapons, submarines, etc. in battle) and that NATO should support democratic governments in Europe.
- Article One of the Treaty outlines the guiding principles of the alliance. It states: "The Parties undertake, as set forth in the Charter of the United Nations, to settle any international disputes in which they may be involved by peaceful means in such a manner that international peace and security, and justice, are not endangered, and to refrain in their international relations from the threat or use of force in any manner inconsistent with the purposes of the United Nations."
- Canada pushed for the inclusion of Article Two, sometimes referred to as the Canadian Article, of the North Atlantic Treaty. The Article commits the NATO members to political, economic and cultural co-operation. Specifically, it states: "The Parties will contribute toward the further development of peaceful and friendly international relations by strengthening their free institutions, by bringing about a better understanding of the principles upon which these institutions are founded, and by promoting conditions of stability and well-being. They will seek to eliminate conflict in their international economic policies and will encourage economic collaboration between any or all of them."
- Article Five is one of the most crucial points in the treaty. This article spells out the alliance's military obligations to each other and states that an "an armed attack against one or more of them in Europe or North America shall be considered an attack against them all."

### **Questions to consider:**

- What was the NATO treaty? .....
- What is the significance of the "Canadian Article"? .....  
.....
- Judging by these descriptions, do you think that this treaty would be *threatening* to the Soviet Union? Why or why not? .....  
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.....
- Considering the information on this handout and from the reading on pages 186-7 in your textbook, why do you think that the Soviet Union formed the Warsaw Pact? .....  
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## Possible Answer Key:

1. (Knowledge/Comprehension) An agreement between 12 western nations of mutual defence or a tool for international diplomacy.
2. (Analysis) It promotes peaceful collaboration between its signing nations. It is an article which seeks to mitigate the militarism of the rest of the document. It was an important contribution made by Canadian diplomats to the formation of the treaty.
3. (Evaluation) Yes, because it essentially gangs up on the Soviet Union. Yes, because it strengthens the American position in international diplomacy against the Soviet Union. No, because it is essentially an agreement between western nations to strengthen their ability to negotiate for peaceful solutions.
4. (Evaluation/Synthesis) To create a level playing field between the opposing Eastern and Western philosophies. To show their strength. To combat the perceived threat posed by NATO. To strengthen their hold on their European satellite countries.